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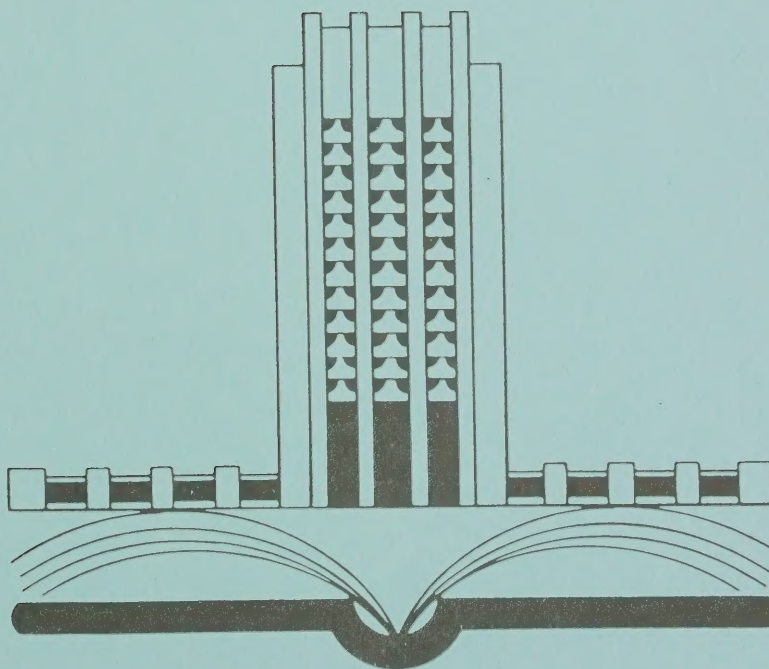
# *4hprk*: Volunteerism

## A Professional Research and Knowledge Taxonomy for Youth Development

Kathleen C. Hayes  
Family Information Center  
and  
Sandra L. Facinoli  
Youth Development Information Center

September 1988

National Agricultural Library  
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# *4hprk*: Volunteerism

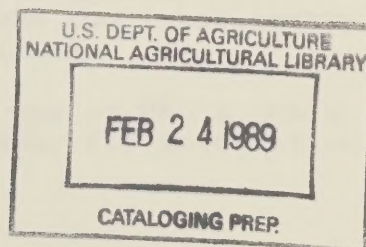
## A Professional Research and Knowledge Taxonomy for Youth Development

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Special thanks go to NAL support staff, Becky Thompson and Terry Price.

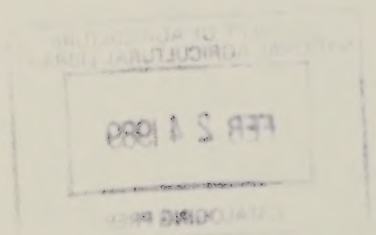


W-5127 Volunteering

A Handbook for Volunteers and Organizations

Published by the  
National Voluntary Action Council  
1980

For more information contact:  
National Voluntary Action Council  
1000 17th Street, N.W.  
Washington, D.C. 20036





### Background

The Professional Knowledge and Research Base of Extension 4-H Youth Development (4hprk) was a project funded by the Extension Service, U.S. Department of Agriculture. Two Land-Grant Universities cooperated with officials from the Extension Service and the National Agricultural Library (NAL) to identify the knowledge and research base of Extension 4-H Youth Development education and to abstract/compile the foundation materials to strengthen research-based 4-H youth development education throughout the United States.

### Professional Research Knowledge Taxonomy Created

The Cooperative Extension Service, Mississippi State University completed the identification, collection, and annotation of works of research and inquiry related to Extension 4-H Youth Development from the academic, public and private sectors. The Ohio Cooperative Extension Service completed the identification and compilation of the knowledge base dimension of the project. This compilation represents the resources most frequently identified by Extension 4-H Youth Development professionals in the States as cornerstones for their educational programs.

The resources were subsequently sorted for the use of educators according to the five (5) basic component areas that comprise the identified knowledge base from which 4-H youth development proceeds: Communication, Educational Design, Youth Development, Youth Program Management, and Volunteerism.

### Resources Housed at the National Agricultural Library (NAL)

A collection of resources identified as the 4-H professional, research and knowledge base (4hprk) is currently being assembled at NAL. Key research, books, and journal articles are being processed for the collection and subsequently added to AGRICOLA, NAL's national and international electronic database.

This bibliography, A Professional Research and Knowledge Taxonomy for Youth Development: Volunteerism, was created by using the identifier "4hprk volunteerism" during a search of the AGRICOLA database. Readers will find such subject matter as: staffing, recruitment, training and development, supervision, policy, legal considerations, leadership development, and developmental needs of volunteers.

In addition to being accessible electronically, hard copies of the publications are also available through the interlibrary loan system of university and local libraries.

Accessibility to published literature is one of NAL's goals. Please refer to the end of this bibliography for information on how to obtain copies of these items.

Youth Development Information Center  
Established at the National Agricultural Library

One result of this tremendous effort has been the formation of a Youth Development Information Center. A joint project of the Extension Service and the National Agricultural Library, the Center's staff assist youth development professionals with accessing the resources of the Library. The staff also assist the National Association of Extension 4-H Agents as they continue to identify and abstract resources for the 4hprk collection.

The Center staff work with other youth development agencies and organizations in the establishment of national youth information networks. Staff also identify materials for the national collection.

Services offered by the Center's professionals include: answering specific questions, referring users to other agencies and organizations, and conducting literature searches in a variety of databases.



1

4-H and the Handicapped Volunteers' Perceptions.

Coleman, B. M.; and Booth, N.

Jan/Feb 1984. v. 22 p. 18-22.

Madison: The Journal of Extension.

NAL Call No.: 275.28 J82

Abstract: The purpose of this Maryland research article conducted in April of 1981, was to study the attitudes of the 4-H volunteer leaders toward dealing with the handicapped and with which group they would prefer dealing. Of the volunteers responding 89 percent felt including the handicapped would be a good experience for them. The volunteers preferred to work with the hearing impaired as opposed to the various other handicapped categories. However, only one out of seven volunteers felt they had adequate training to work with handicapped youth. A general positive attitude toward handicapped individuals existed among the 4-H volunteer leaders involved in this study. Most volunteers didn't feel comfortable working with specific handicaps and felt they needed specialized training.

2

4-H Volunteer Leader Motivation/Recognition Study.

Hiller, J. H.

[Pullman, Wash: Washington State University, Cooperative Extension Service], 1983.

NAL Call No.: S533.F66H53

Abstract: Questionnaires were sent to a systematic random sample of 500 adult volunteer leaders in the Washington 4-H program in July 1985 to learn; (1) the main motivators of adult volunteers serving as 4-H leaders, and (2) the ways 4-H leaders prefer being rewarded for their services. Conclusions from this study and two comparison studies were: (1) adult 4-H leaders respond to all 3 motivators - affiliation, power and achievement, with the affiliation motive ranking the highest, (2) intrinsic rewards such as reaching a personal goal and being accepted as a person were more highly valued than the traditional rewards such as certificates, pins, name/photo in newspaper. This study implies that the motivational preference of adults is an important consideration in recruitment, placement and recognition effort of leaders for the 4-H program.

3

Advisory Councils: A Theoretical and Practical Guide for Program Planners.

Cole, Jacquelyn M.; and Cole, Maurice F.

Englewood Cliffs, NJ: Prentice-Hall, c1983.

NAL Call No.: LC220.C64

Abstract: This book is a comprehensive approach to training persons to utilize advisory groups in program development. The content focuses on the concepts, theories, instructional



components, citizen involvement, and models of successful advisory council. It contains practical information and applications on topics such as how to construct an agenda, how to conduct effective meetings, group decision making, interpersonal communications, and program planning through groups. Examples and illustrations are drawn from the Cooperative Extension Service.

4

An Analysis of 4-H Volunteer Expectancies and Outcomes in Relation to Motivation and Turnover.

Young, Robert L.

Diss. University of Nebraska, 1985.

NAL Call No.: S533.F66Y55

Abstract: The study was undertaken to gather information about the motivation of 4-H volunteers. Specifically, it was an effort to examine the valences of a variety of outcomes of volunteering; study motivation in relation to longevity and projected discontinuance; and test the value of a complete model of motivation. Using an instrument based on Vroom's Expectancy theory of work motivation, a stratified random sample of 760 4-H volunteers in Nebraska counties was surveyed. Sixty-five percent responded to a mail questionnaire. Results suggested that the most valued outcomes of 4-H volunteering are affiliative in nature. The highest rated outcome is the opportunity to be with family or children. Least valued outcomes included costs of time and money, and opportunities to advances in the organization. Motivation was shown to be predictive of projected discontinuance. Hypotheses associating expectancy model components with longevity were not supported.

5

An Analysis of the Motivating Potential of 4-H Volunteer Jobs Compared to Satisfaction and Growth Need Expressed by New York 4-H Volunteers.

Bancroft, Jonathan Whitney.

Diss. North Carolina State University, 1985.

NAL Call No.: S533.F66B365

Abstract: This study deals with the search for information that will help 4-H professionals manage volunteers in middle management jobs. The reactions of 4-H volunteers to their volunteer jobs were analyzed. Volunteers who performed supervisory tasks were defined as middle managers and compared with non-middle managers. The motivating potential of the job, five measures of expressed satisfaction, and growth need strength were the key variables. A sample of 295 4-H volunteers returned a mailed questionnaire representing an 82.7 percent response rate. Middle managers as a group were not found to differ significantly from non-middle managers in their sex, age, education, tenure as volunteers, tenure in their present job or hours served. Middle manager's scores were higher than non-middle managers' in the motivating potential of their jobs

(p. 10), their growth need strength (p. 01) and in benefit, growth and social satisfaction (p. 05). The t-test for differences in means was used in this analysis.

6

Andragogy in Action

Knowles, Malcolm Shepherd.

San Francisco: Jossey-Bass, 1984.

NAL Call No.: LC5215.A53 1984

Abstract: "Andragogy in Action" goes beyond the principles and models of andragogy introduced in the author's earlier works to bring together a collection of case descriptions of how andragogical principles have been employed in the field. In the book, thirty-six case examples, submitted by individual contributors, are presented along with a discussion focusing on both the positive outcomes and less successful facets of implementation. The book opens with an overview of the development of Knowles' theories of andragogy plus delineation of a set of basic assumptions and key elements of the andragogical model. The thirty-six case examples are then presented according to the institutional setting in which the programs were conducted. Chapters are organized according to institutional applications of andragogy as follows: business, industry, and government; colleges and universities; education for professions; continuing education for the health professions; religious education; elementary and secondary education; remedial education. Knowles concludes with his analysis of the overall effectiveness of andragogy across a wide variety of settings.

7

An Annotated Bibliography of Volunteerism.

Cheatham, Danny L.

[Mississippi State, Miss.: MAFES [and] MSU Dept. of Agricultural and Extension Education?, 1986?].

NAL Call No.: Z7164.V65A5

Abstract: This a selected bibliography in three areas of volunteerism: boards and committees, middle management, and youth. Each section is preceded by a matrix of highly recommended resources. In each of the three areas there are three sections: literature, training materials, and resource people. There is a bibliographic entry and a short annotation of each listing.

8

Applied Psychology in Personnel Management.

Cascio, Wayne F.

Englewood Cliffs, NJ: Prentice-Hall, c1987.

NAL Call No.: HF5549.C297 1987

Abstract: Personnel psychology, as defined by the author, is the application of psychological research and theory to problems of



organizational human resource utilization. Written for individuals with some background in personnel management and basic statistics, the overall objective of the author is to help the student or professional effectively integrate psychological theory with appropriate tools and methodologies for increasing organizational effectiveness. The book begins with a discussion of the pervasive nature of organizations in human society followed by an overview of the legal considerations of employment and personnel management. A conceptual model for viewing the personnel process is introduced in Chapter 3 where an open systems approach portrays the topical areas of job analysis and evaluation, human resource planning, recruitment and initial screening, selection, training, and performance appraisal as a network of sequential, interdependent components comprising a complex personnel process. The model presented in Chapter 3 provides a framework and structure for the rest of the book. Each of the topical areas of the personnel process is sequentially addressed in subsequent chapters. Other major topics covered include: the law and personnel management; measurement of individual differences; compensation and rewards; and ethical issues in human resource management. The book places great emphasis on the use of systematic and reliable procedures of measurement and assessment throughout the human resource management domain.

9

Attitudes Toward Incentives and Competition: Their Relationship to Selected Characteristics of 4-H Volunteer Leaders.

Treat, Kathryn Ruth.

Thesis. North Carolina State University, 1976.

NAL Call No.: S533.F66T72

Abstract: The relationship of selected demographic characteristics and authoritarian beliefs of 116 North Carolina 4-H volunteer leaders to their attitudes toward intrinsic and extrinsic incentives and competition was investigated in this study. A questionnaire was developed, including scales measuring attitudes and authoritarian beliefs. 4-H volunteers were selected by systematic sampling in twenty-five counties. Questionnaires were returned by 145 leaders, and 116 were usable. Frequency distributions, factor analysis and analysis of variance were used for statistical analysis. There was a significant relationship between attitude scores toward intrinsic incentives and education, attitudes toward competition and place of residence and education, and a significant inverse relationship between authoritarian beliefs and intrinsic beliefs and attitudes toward competition. Age, sex, 4-H leadership, tenure, and former 4-H membership were not found to be significantly related to any of the attitude scores.

The Beginning 4-H Volunteer Leader's Continuation in the Leadership Role.

Stohler, Roy F.; and Rockwell, S. Kay.

Lincoln, NE: Nebraska Cooperative Extension Service, Institute of Agriculture and Natural Resources, University of Nebraska - Lincoln, 1981.

NAL Call No.: S533.F66S779

Abstract: This study was conducted to determine: (1) why newer 4-H leaders decide to discontinue in the leadership role, (2) additional information needed by first year leaders, and (3) the difference in those adults who continue to serve as leaders and those who discontinue their leadership role. 4-H leaders who became new leaders in 1978 or 1979 in 13 northeastern Nebraska counties were surveyed by the use of a combination telephone and mail questionnaire. A Statistical Analysis System was utilized for analysis. A total of 157 current leaders and 92 leaders who had discontinued returned the survey. No significant differences were found between current and past leaders and their reasons for becoming a leader. Of those that continued 85 percent indicated they continued because their own children were involved. Of those that discontinued 37 percent indicated that their work takes all of the available time. Most satisfying experiences of those leaders that continued were teaching or working with youth and seeing children develop their abilities.

Behavior in Organizations.

Porter, Lyman W.; Lawler, Edward E.; and Hackman, J. Richard.  
New York: McGraw-Hill, 1975.

NAL Call No.: HD31.P645

Abstract: This book is designed to serve as an introduction to the study of individual behavior in organizations. Particular focus lies in the study of the interaction between individuals and organizations in a work environment. The book is organized into five parts. Part I includes a discussion of the nature of both individuals and organizations and presents a variety of viewpoints and theories for understanding and analyzing each. Part II investigates the initiation and development, the relationship between organizations and individuals and introduces basic concepts of career development processes. Structural processes affecting or influencing work behavior are discussed in Part III. Topics discussed include how contextual factors such as technology, society, environment, and human resources affect behavior; organizational design; and job design. Part IV deals primarily with the organizational functions of performance appraisal and evaluating and rewarding work effectiveness. Also included in Part IV is a discussion of the social influences on organizational members and performance.

Part IV is devoted to the topical areas of planning, implementing, and evaluating organizational change efforts. Throughout the work, the authors place considerable emphasis on the analysis and implications derived from the material presented.

12

A Causal Model of Personal Factors Influencing Participation in 4-H Among Adult Volunteer Leaders.

[Athens, GA: University of Georgia, Cooperative Extension Service], 1982.

NAL Call No.: S533.F66R66

Abstract: The purpose of this study was to investigate the relationship between social background, personality and attitudinal factors and the participation of adult volunteers in the 4-H programs in Ohio. Findings indicate several social background factors were associated with continued participation, length of service and level of involvement of 4-H volunteer leaders in this study. Social background factors positively associated with continued participation were: having children in 4-H and having a spouse as a leader. Step-wise regression analysis revealed that the social background factors of age, years as a 4-H member, children in 4-H and the occupational status along with the specific attitudinal factor, attractiveness of 4-H, directly influenced a volunteer leader's length of service. Thus, a leader's length of service increased if he/she were older, participated more years as a 4-H member, had children in 4-H, were not laborers and were more attracted to 4-H.

13

The Challenge of Retaining 4-H Members.

Astroth, K. A.

Fall 1985. v. 23 p. 14-15.

Madison: The Journal of Extension.

NAL Call No.: 275.28 J82

Abstract: Volunteers - without them, the 4-H program couldn't work. In this study Kansas volunteers have helped identify and implement a new middle-management position to increase 4-H member retention in local clubs. Through the development of a new family coordinator position in each club, their program has improved and agent time is used to train several key volunteers. The role of the agent has become one of training trainers who work with adults and 4-Hers. The challenge for us in the future is to address the needs of families after the first year. Second-year retention rates can also be improved. What kind of program can we design to meet needs of families who survive the first year of 4-H? Meanwhile, we are training the other members of the club Parents Committee to handle other problems volunteers identified. Training these leaders will also have a favorable impact on member retention.



14

Characteristics of 4-H Volunteers Who Continue to be Involved Without Children in the Program: A Descriptive Study.

Lowrie, Miriam E.

[Polk County, Oregon?]: Oregon State University Extension Service, 1987.

NAL Call No.: HN79.073V64

Abstract: Fifty 4-H volunteers who continue to be involved without their own children in the program were interviewed in 4 states (1 per NAE4-HA Region), 3 counties per state. Purpose of the study was to discover common motivations, characteristics, operational techniques and philosophies among these long-time 4-H volunteers. Results include: how the majority are employed, leading with someone else, involved in other community activities, started when their children were school-age, and are over 55. They involve youth and others in planning and carrying out the club programs, they accept leadership positions beyond the club level and stay in 4-H because of "the kids."

15

Characteristics of Effective Trainers of Volunteer 4-H Leaders in Southern California.

Frazee, Margaret J.

Thesis. California State College, 1983.

NAL Call No.: S533.F66F79

Abstract: The study was to determine the characteristics of successful trainers of volunteer 4-H leaders in southern California, and the importance of these characteristics to the training process. The study included descriptions of effective trainers by their trainees and professional staff, self-descriptions by the trainers, and results of the Myers-Briggs Type Indicator administered to identified trainers. Six characteristics emerged as present to a high degree in the trainers and important for a trainer to possess. The six characteristics are "informed about 4-H," "understands kids," "dependable," "warm towards others," "organized," and "good communicator." The Myers-Briggs Type Indicator classifies people into eight basic types. Eighty-five percent of the leader trainers were classified into one of four types. These types share tendencies toward organization, logic, dependability, and perseverance. Three of the four types are people-oriented, exhibiting characteristics of warmth and sympathy along with a desire for orderliness and facts.

16

A Comparative Study and Field Testing of Recruitment, Training and Retaining of Low-Income Volunteers in 4-H Youth Programs.

Heinsohn, Anne L.; Lewis, Robert B.; and Camasso, Anne E.

University Park, Penn.: Pennsylvania State University, 1981.

NAL Call No.: S533.F66H43

Abstract: The purpose of this project was to study the low-income volunteer and the characteristics which lead to successful recruitment of these people into 4-H youth programs. To accomplish this task 590 present and former 4-H volunteers from eight states were surveyed along with representatives from the state and county staffs of the same states and state and national leaders from other youth serving organizations. The results indicated that the low-income sample were quite similar to traditional volunteers regarding motivation to volunteer. Having a child in 4-H was as strong a motivating factor for low-income people as it was for traditional volunteers. It was also found that low-income people respond best to "personal invitation" recruitment methods (contacts made by 4-H staff, children, or a friend) rather than to media appeals.

17

A Comparison of the Perceptions Volunteer 4-H Youth Leaders and Extension 4-H Youth Agents Have of Their Involvement in the 4-H Program.

Sullivan, Karen Sue.

Thesis. Mississippi State University, 1979.

NAL Call No.: S534.M7S9

Abstract: The purpose of this study was to determine the congruency of the perceptions volunteer 4-H youth leaders and Extension 4-H youth agents have of their involvement in the 4-H program. Data were collected from a random sample of Extension 4-H youth agents and volunteer 4-H youth leaders in Mississippi. Statistical procedures used in analyzing the data included determining frequencies and computing percentages, measures of central tendency, standard deviation, t-tests. A significant difference in perceptions of the 4-H youth agents and volunteer 4-H youth leaders was found toward three job tasks at the .05 level of significance. These were: "the volunteer 4-H youth leaders encourage youth to participate in 4-H activities for awards," "the Extension 4-H youth agents are willing to listen to volunteer's concerns," and "the Extension 4-H youth agents are concerned about the progress of each of the 4-H clubs."

18

The Effective Voluntary Board of Directors: What it is and How it Works.

Conrad, William R.; and Glenn, William E.

Athens, Ohio: Swallow Press, c1983.

NAL Call No.: HV41.C644 1983

Abstract: This book is a mix of concepts and practical advice for the person serving on a voluntary advisory board. It gives a description of a typical board and how one works. It offers concrete examples of forms, by-laws, agenda, calendars, etc. for use with boards. The charts and procedures have all passed the tests of exposure and implementation. Each of the chapters contain information essential to board volunteers who wish to serve on an effective board. Virtually all areas of boards and

boards management are covered. This updates the author's 1976 book with the same name.

19

Employed Women: Valuable 4-H Volunteers.

Whaples, G. C.; and Bordelon, J. M.

May/June 1983. v. 21 p. 5-9.

Madison: The Journal of Extension.

NAL Call No.: 275.28 J82

Abstract: Employed women continue to be a major source of 4-H volunteers. With the anticipated growth of numbers of women in the work force, increased planning is necessary to meet their needs. Volunteering can provide an opportunity for strengthened family relationships, serve as a creative outlet, or be a change of pace. The future of volunteerism will only be limited by the ability of professionals to tailor their programs to the expanding population of employed women. The days of lifetime volunteers are fading and future volunteer forces will be employed in greater number. The challenge for the volunteer coordinator is to involve more people. Long range planning and the use of seasonal and short-term volunteers are patterns that will blend well with employed volunteers. Handling the challenge will require dedicated and well-trained professionals resulting in a viable and expanding volunteer program that grows with the changing employment status of women.

20

Enhancing the Project Meeting Experience: A Study of the Impact of Leader Training on Two Levels in Bennett's Hierarchy.

Astroth, Kirk A.

[Chanute, KS: Southeast Area Extension Office], 1985?.

NAL Call No.: S533.F66A8

Abstract: In the winter of 1984, a study of 163 project leaders was conducted to measure the impact of intensive, one-day, multi-county training sessions on KASA and practice change. Two surveys were used in a program dubbed the Reflective Evaluation and Appraisal Project (REAP)--REAP 1 was distributed immediately following the training while REAP 2 was mailed to a random sample of the original participants six months later. A 7-point rating scale (1=low and 7=high) was used. Results showed the leader confidence was high (5.1) as to the previous year (5.0). However, innovative learning strategies were not incorporated to any great extent by these project leaders--field trips and tours (1.6), local library resource people (4.5). Use of group-building activities by leaders was also relatively low (2.9). Most leaders reported holding at least 5 project meetings between the initial training and the second survey. About 53% reported conducting more than 6 project meetings.



21

Factors Contributing to the Retention of Volunteer 4-H Club Leaders in Ohio.

Bigler, Nancy M.

Thesis. The Ohio State University, 1982.

NAL Call No.: S534.03B5

Abstract: This study was to determine if a significant difference existed between continuing volunteer 4-H club leaders and those who have discontinued in their perception of: their motivation for volunteering, the method by which they were recruited to the 4-H program, the orientation program, the continual training program, and recognition received. The population studies was continuing and discontinuing volunteer 4-H club leaders in Ohio. There was no significant difference between the continuing and discontinuing volunteers on all variables except: number of years served as a 4-H club leader, geographic location, number of children in the family who have participated in 4-H. There was no significant difference between continuing and discontinuing volunteers on all variables except participation in a continual training program.

22

Guidelines for Training 4-H Adult Volunteer Leaders in Washington State Cooperative Extension.

Zabel, Richard A.

Thesis. Washington State University, 1984.

NAL Call No.: S533.F6623

Abstract: This study was to identify the important and salient aspects of research literature on training 4-H volunteer leaders. Qualitative research methods were utilized to review the literature relating to assessment of volunteer and organizational needs, setting of training objectives, determining training program structure and content, conducting volunteer orientation, pre-service and in-service training, and program management and evaluation. Data were collected to suggest relationships, patterns and processes. Guidelines were synthesized to represent the important and salient aspects of training 4-H volunteers as indicated by research literature. Twenty-four guidelines were developed in final form. Program planning implications were listed for the guidelines which were most applicable to the development of training programs. The guidelines were applicable to all 4-H programs throughout the United States.

23

Identification and Selection of the Appropriate Leadership Tasks for Ohio's Teenage 4-H Members.

Horton, Robert Louis.

Diss. Ohio State University, 1983.

NAL Call No.: S533.F66H6

Abstract: This study was to compare 4-H agent, club advisor, and teenage member perceptions regarding the importance of selected leadership tasks for teenage 4-H members, and the extent to which teenagers should be involved in carrying out these leadership tasks; and examine the differences among agent, advisor, and member perceptions and formulate a set of recommended leadership tasks. Results reveal moderate to extreme ratings of importance and involvement for the 87 leadership tasks by agents, advisors, and members. The data also reveal that out of the 87 leadership tasks 4-H agents, club advisors, and teenage members agree on the level of importance of 48 leadership tasks and on the level of involvement of 53 leadership tasks. The leadership tasks identified by the state task force to represent the most recommended leadership tasks for Ohio's teenage 4-H members tended to be more highly rated leadership tasks by 4-H agents.

24

Is a Volunteer Teacher System Effective?

Johnson, Dixie Porter.

n.p.: n.p., 1984.

NAL Call No.: LB2844.1.V6J6

Abstract: Concern about effectiveness of the volunteer teacher system especially in resource management is the problem addressed in this research. The data collected through mail questionnaires to Home Economics Extension agents with a 70 percent response rate. Findings indicate volunteer teachers can be just as effective as professionals in motivating people to make decisions and take action in resource and estate planning.

25

Key Volunteers Strengthen the 4-H Program. A reference paper for Building a Strong Traditional 4-H Program Through Middle Management, Denver, Colorado, March 9-12, 1986.

Snider, B. Alan.

n.p.: n.p., [1986?].

NAL Call No.: S533.F66S65

Abstract: Key volunteers' involvement in program management roles is strengthening the 4-H program in a number of communities around the country. Many of the people who are presently involved with the program feel they are getting outstanding results as a result of sharing the leadership in accomplishing important 4-H objectives. Extension agents play a key role in the direction and leadership of the 4-H program. Their educational and leadership role has expanded through the involvement of effective volunteers who have taken more ownership of the program. Effective skills are needed by agents to successfully manage a 4-H program that involves key volunteers. One of those vital skills is enabling other people and being willing to share the responsibility of the program with volunteers.

26

Motivating the Adult 4-H Volunteer.

Henderson, K. A.

Jan/Feb 1981. v. 19 p. 19-27.

Madison: The Journal of Extension.

NAL Call No. 275.28 J82

Abstract: A Minnesota study of 200 adult 4-H volunteers were surveyed on what their motivations for volunteering in 4-H were. The areas were why do adults volunteer; are adult volunteers motivated most by affiliation, power, or achievements needs; and what relationships exist between the characteristics of volunteers and their motivations. The results showed the major reason why adults volunteer was to be with their children. Other responses were: to help people, liked being associated with youth, and wanted to have an influence on how people learn and grow. When the reasons listed were broken into groups, 84 percent were motivated by affiliation reasons. Volunteers are an essential part of an organization such as 4-H, but the volunteer experience can also be an important part of the life of the volunteers themselves. Extension staff working with 4-H volunteers should keep motivations in mind when determining tasks and when recruiting, training, and supervising volunteers.

27

Ohio 4-H Agents' and Volunteer Leaders' Perceptions of the Volunteer Leadership Development Program.

Kwarteng, Joseph A.

Thesis. The Ohio State University, 1985.

NAL Call No.: S533.F66K85

Abstract: This study considered the perceptions of 4-H agents and volunteer leaders in areas identified under the volunteer development program: recruiting, training, motivations, recognition, retention, and supervision. The populations were Extension 4-H agents and 4-H volunteer leaders in Ohio. A random sample of ten 4-H agents and 320 volunteer leaders was drawn from ten stratified and randomly selected counties and served with mail questionnaires. Measures of central tendency, percentage distributions, frequencies, t-tests of significance, Pearson correlation coefficients, Spearman rank order correlations, and point biserial correlations were employed in the analysis. No significant difference were found between 4-H agents and volunteer leaders on their perceptions of recruiting, training, and supervision. Significant differences existed between them on perceptions of motivation, recognition, and retention.

28

Perceptions of 4-H Club Advisors Toward Handicapped Individuals.

Rigsby, Charles L.

Thesis. The Ohio State University, 1981.

NAL Call No.: S533.F66R56



Abstract: One objective was to measure the attitude of current 4-H advisors in Ohio toward handicapped individuals. This attitude measure was then compared with six independent variables to determine what, if any, degree of association occurred. All respondents scored either in the medium or high category on the Attitude Toward Handicapped Individuals scale. The age, sex, if advisors had children of their own in 4-H, type of 4-H club, and training in working with handicapped persons showed no degree of association with attitude measure. Experience in working with the handicapped showed no degree of association with attitude scores, however the rating of that experience (very unfavorable to very favorable) did show a low degree of association. The creative development of activities in which 4-H advisors can have a successful cooperative experience with handicapped persons is needed. Such activities may reduce attitudinal barriers toward handicapped individuals.

29

Perceptions of 4-H Leader Qualifications.

Scofield, Gaylan G.

[Iowa: n.p.], 1986.

NAL Call No.: S533.F66S392

Abstract: The major purpose of this study was to determine the qualifications of volunteer 4-H leaders. More specifically, the study was designed to (1) identify the perceptions of volunteer 4-H leaders about the qualifications needed by 4-H leaders, (2) determine factors that influenced 4-H leaders to become involved in 4-H work as a leader, (3) compare the various characteristics that volunteer leaders possess and how they relate to their perceptions of the 4-H leader roles, and (4) determine the training needs of volunteer adult leaders. Leaders expressed a strong desire to understand their duties as a leader. They were interested in becoming more effective in fulfilling their leadership role as a 4-H leader. They also indicated methods they preferred to receive training information--group meetings, hands-on workshops, newsletters, bulletins, personal visits, and video tape.

30

Perceptions of 4-H Organizational Leaders About Their Leadership Capabilities and Functions, St. Landry Parish.

Frey, Margaret H.

Thesis. Louisiana State University, Baton Rouge, 1982.

NAL Call No.: GV181.4F7

Abstract: This study was to determine leader participation in 4-H and self-perception of leadership capabilities and functions as related to age and leader tenure. The participants of this study were the total population of St. Landry 4-H organizational leaders. Personal interviews were conducted with each of the participants. Frequency distribution, analysis of variance, correlation coefficient and chi-square procedures were used for statistical analysis. The results indicated that the majority

of 4-H leaders were female, black, 31-40 years of age, and had a bachelor's degree. Highly significant relationships were observed between leader understanding of 4-H functions and age, tenure in St. Landry Parish and total tenure.

31

Perceptions of the Effectiveness of 4-H Volunteer Key Leaders as Held by Key Leaders and County 4-H Agents in Ohio.

Richley, M.

Thesis. The Ohio State University, 1986.

NAL Call No.: S533.F66R55

Abstract: The purpose was to describe the perceptions of the effectiveness of key leaders as held by county 4-H agents and key leaders. A questionnaire was mailed to a random sample of 29 county 4-H agents while a similar questionnaire was mailed to a random sample of 238 key leaders. Perception statements were analyzed by summing them and calculating a mean score and standard deviation for each population in the study. Frequencies and percentage distributions were calculated for all questions. Significant relationships between and within groups were determined by using t-tests, analysis of variance and the Duncan procedure. Both key leaders and 4-H agents perceived key leaders to be effective in the county 4-H program. Greatest benefits were freeing time for agents and biggest drawback was initial selection and training of key leaders.

32

Research in Volunteerism Update.

Palmer, Darlene A.; and Stone, Barbara N.

[Texas: Texas A&M University], [1984?].

NAL Call No.: HN49.V64P3

Abstract: This paper updates the earlier The Journal of Volunteer Administration article on research Volunteerism. Ways of finding research and a summary of graduate research about volunteerism are presented. In this article, research is grouped under slightly different headings: Cross Cultural, 4-H, Findings, Organizations/Organizational Interactions, Programs, Recruitment/Retention, Training and Volunteers/Volunteering.

33

Research in Volunteerism.

Stone, B. N.

Fall 1983. v. 2 (1) p. 19-24.

The Journal of Volunteer Administration.

Boulder, CO: Association for Volunteer Administration.

NAL Call No.: HV91.J68

Abstract: This article presents information about ways of finding research and a beginning summary of graduate research about volunteerism. The research reports are grouped under the

headings; Advisory Councils/Boards, Characteristics of Volunteers, Cross Cultural, 4-H, Organizations, Paid Staff, Power, Recruitment/Retention, Training, and Volunteer/Paid Staff.

34

Role Perception of Leaders and Agents in the 4-H Program, Acadian Extension District, Louisiana.

Richard, Robert F.

Baton Rouge, LA: Louisiana Cooperative Extension Service, Louisiana State University Agricultural Center, 1983.

NAL Call No.: S533.F66R54

Abstract: The purpose of this study was to identify certain job perceptions of 4-H leaders and 4-H agents in the Acadian district of the Louisiana Cooperative Extension Service. Data were obtained through questionnaires given to 25 percent of the 4-H leaders, selected at random, and 100 percent of the 4-H agents. Responses of leaders and agents were compared and conclusions drawn. No relationships were found between the 4-H leaders' perception of their job and the following variables: tenure of the leader, method by which the leader became involved with the 4-H program, reason the leader has remained with the 4-H program. Four-H agents, however differed greatly in their perception of job responsibilities when the variable of tenure was studied. New agents felt they should perform all tasks associated with the 4-H program, whereas more experienced agents expected the 4-H leader to assume responsibility for many of the tasks.

35

Self-Assessment of Leadership Skills by 4-H Volunteer Leaders in the Southern Region of the United States.

Couch, Martha Elaine.

Diss. Texas Tech University, 1980.

NAL Call No.: S533.F66C69

Abstract: The major problem of the investigation was to determine if there were significant differences in the skills volunteer 4-H leaders perceived that they had when they classified according to various variables. The purposes of the study were 1) to determine how current 4-H volunteers rate themselves on 29 volunteer leader skills and 2) to determine the level of community leadership development provided by the 4-H program. The sample consisted of 317 4-H volunteer leaders who attended the 1979 Southern Region Leader Forum. The 4-H Volunteer Leader Skills Survey Instrument was presented in the form of a self-rating scale to determine the degree to which 4-H volunteer leaders believed they possess 29 4-H leadership skills. Using this same survey instrument, leaders were asked to rate themselves on six perceived general leadership skills before and after they became 4-H leaders. Also, general demographic information was requested on the survey instrument.



36

Sharing the 4-H Job with Leaders.  
Richard, R. F.; and Verma, S.  
Nov/Dec 1984. v. 22 p. 19-23.  
Madison: The Journal of Extension.  
NAL Call No.: 275.28 J82

Abstract: According to Richard and Verma, 4-H programs can be improved if Extension agents administer rather than conduct the program. This means leaders need to be well-recruited and trained so they will be able to take responsibility for conducting much of the program. Agents would therefore spend more time in leader recruitment, training, and supervision, and less time in 4-H meetings and activities. But before they are able to do this, agents need to learn how to establish and maintain rapport with leaders, counsel and guide them in various leader situations and techniques, and use and reward their efforts in different ways. Early in their Extension career, agents should also be reinforced by their supervisors on the organizations; commitment to 4-H leader involvement and the agent's significant role in this effort. These steps will likely result in greater motivation and a better job perception on the part of 4-H agents.

37

Social Background, Personality and Attitudinal Factors  
Influencing the Decision to Volunteer and Level of  
Involvement Among Adult 4-H Leaders.  
Rohs, Frederick R.  
Diss. Ohio State University, 1982.  
NAL Call No.: S533.F66R63

Abstract: The social background, personality and attitudinal factors influencing the decision to volunteer and level of involvement among adult 4-H leaders was studied. The Smith Sequential Specificity Model of Voluntary Participation was used to hypothesize the influence of these factors on voluntary participation. The measures of voluntary participation were continued participation as a 4-H leader, years of service as a 4-H leader, hours spent per month at the local level, hours spent per year at area and state events. The strongest associations were found between voluntary participation and the social background factors of age of leaders and length of residence in the community. Analysis revealed that the factors age, years as a 4-H member, whether children were in 4-H or not, and attractiveness of 4-H had a direct positive influence on a leader's length of service and the occupational status of laborer has a direct negative influence on length of service.

38

Strengthening Leadership in Wyoming 4-H Community Clubs.

Rohrbeck, Gene A.

[Laramie, WY: University of Wyoming, c1984.]

NAL Call No.: S533.F66R65

Abstract: The study was to determine the present status of program planning and parent involvement in Wyoming's 4-H community clubs; to assess the training needs of community club leaders; and to identify the training methods preferred by community club leaders. A random sample was drawn from the list of community clubs. Interviews were completed with 239 leaders. Results show only 123 of 239 clubs involved had planned club programs. Only 19 clubs used parent job agreements. However, these two areas were among those with which leaders felt they needed the most help. Areas of desired training ranked in order of need included: parent involvement, project leader orientation, planning club programs, delegating responsibilities and roles of 4-H junior leaders. Training methods were: county wide meetings, community meetings, video-tape programs, one-to-one counseling and slide/tape sets. The really crucial factors related to methods was the desire to learn at home and avoid long distance travel.

39

A Study of 4-H Leader Effectiveness Utilizing the Expanded Contingency Model.

Angus, Richard Raymond.

Diss. University of Maryland, 1981.

NAL Call No.: S533.F66A55

Abstract: This investigation attempted to validate an expanded version of Fiedler's Contingency Model of leadership effectiveness. Hardy and Bohren proposed a 16-celled expansion of Fiedler's Model that included the dimension of organizational complexity. This study utilized the 16-celled model under conditions of low complexity of organizational structure in predicting effective leadership in 4-H clubs. The subjects were organizational 4-H leaders and project leaders in the Maryland 4-H program. It was assumed that projects involved a high degree of structure, whereas organizational activities were assumed to be unstructured in nature. Both inexperienced and experienced leaders were studied in order to determine conditions under which task oriented versus human relations oriented leaders are more or less effective based on the leader's experience and nature of task.

40

A Study of Factors Associated with the Tenure of Local 4-H Leaders in Idaho.

Davis, Raynold David.

Thesis. University of Idaho, 1981.

NAL Call No.: S533.F66D3

Abstract: This study was to determine if there were factors that could be used to select as 4-H leaders those individuals who would be more apt to continue in the 4-H program over a period of years. The sample was selected from leaders and former leaders in the Idaho volunteer 4-H leader program. Factors that affect the retention and preference of leaders were found to be: most former leaders (42.5%) were from one-leader clubs; community-type clubs had the greatest leader tenure; leaders believe the ideal number of members per leader to be 6-10 youth; jobs rated as much more inconvenient for leaders to perform included serving on camp staff, maintaining parent participation and developing parent interest; data revealed most leaders (74.8%) received training from personal study rather than leader training meetings (32.6%).

41

A Study of the 4-H Key Leader System in South Dakota.

Nauman, Arlinda K.; and Goreham, Gary.

National Association of Extension 4-H Agents, Hershey, PA, 1986.

NAL Call No.: S533.F66N35

Abstract: This study was to determine: (1) How widely the Key Leader System (KLS) was being utilized in South Dakota; (2) How effective the KLS was in increasing the retention rates of volunteer leaders; (3) How effective the KLS was in increasing the retention rates of the 4-H members; and (4) How effective the KLS was in improving the quality of 4-H members' projects. Data were collected in three segments: surveys to county staff, 4-H members and volunteer leaders; follow-up interview with a selected group; and the number of ribbons awarded at the South Dakota State Fair for 1981 and 1984. After analyzing the data, it appears that the KLS is beginning to have a positive impact on the 4-H program in South Dakota but could have a much greater impact if fully implemented. Data gathered strongly supports continuing and expanding the KLS in South Dakota.

42

Supervision of Volunteers in the Illinois 4-H and Youth Program.

Riskedal, Lynn Vernice.

Thesis. University of Illinois at Urbana, 1985.

NAL Call No.: S533.F66R52

Abstract: The purpose of this study was to determine which supervisory skills are currently utilized in the relationship between the volunteer and the professional in the 4-H program, and to determine the perceptions of the volunteers and the agents on the concept of supervision in the 4-H program. The study showed that Extension agents say they utilize the supervisory skills when communicating with volunteers. However, it found a discrepancy between the agent's and the volunteer's perceptions on the use of constructive criticism and initial training which is received. An accepting attitude toward supervision by volunteers and agents can be concluded from both



volunteer and agent responses. These responses were in regard to knowledge of club activities and the methods of informing the agent. An acceptance of supervision is also shown in the positive response to conference which are held between the volunteer and the agent.

43

A Survey of Adult Volunteer Leaders in the Hawaii 4-H Program.

Ishizaki, Vivian C.

[Washington, D.C.: National 4-H Council, 1983].

NAL Call No.: S533.F66I82

Abstract: Hawaii's 1983 representative to the Salute to Excellence program conducted by the National 4-H Council under the sponsorship of R. J. Reynolds Industries, Inc. completed a statewide survey to develop a profile of the state's 4-H volunteers. The basic purpose was to collect and process information on the state's 4-H volunteers to determine their contributions to the program, their interests, concerns, and backgrounds. The study revealed the amount of time and money 4-H leaders invest as well as their self-determined needs based on their unique experiences, employment, income and personal family situations. Data for the survey were collected via mail survey instruments sent directly to 4-H leaders. A 39 percent (N=203) return rate was achieved.

44

Training Volunteers to Train Volunteers: North Central Leaders Forum 1983.

Caskey, Faye.

n.p.: n.p., [1983?].

NAL Call No.: S533.F66C3

Abstract: This follow-up study of the 1983 North Central Regional Leader Forum asks what volunteer leaders do when they return home after such a training experience. The survey reports responses of 191 participants nine months later. Fifty-four percent of those attending the Forum returned the survey. Eighty-nine percent of the respondents report that they conducted leader training. Other data reported include resources most useful to trainers, publicity generated, outreach to new populations, solicited donor contributions, contributions directly to 4-H, leadership roles, and levels of expected influence. The article examines questions of strategy for increasing effectiveness of volunteer training experiences.







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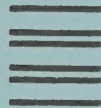


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